

### Lesson Plan



**Phonics:** s a t p i n

**Sight words:** a is it

CEFR Level Pre-A1

Lexile Measure: BR30L

Theme: Who am I?

## Lesson objectives

### Vocabulary focus

Verbs in the present simple: *sit*

General: *pin, pan, tap, tin*

### Aims

- read/listen to and respond to the story
- identify and recognize focus sounds in words
- recognize key words in context
- follow a sequence of events

### Resources

Reader

Activity Book

Flashcards

Audio download

### Timing: 30–40 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 10 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Make sure that the children are comfortable with the **Phonics focus** at the start of the Reader and give them the opportunity to go through the wordless version of the story. Both are available as Audio.

Phonics focus	Activity
s a t p i n	1 Look and read. Match.
Nat	1  Nat
pin	2  tap
pan	3  pan
sit	4  pin
tap	5  tin
tin	
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm	Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
4	5

Show the children the front cover of the Reader, and ask:

*Look, what color is he? How many eyes has he got? Ask: What is he? Elicit that he is an alien. Say: His name is Nat. Encourage the children to say: Hello, Nat.*

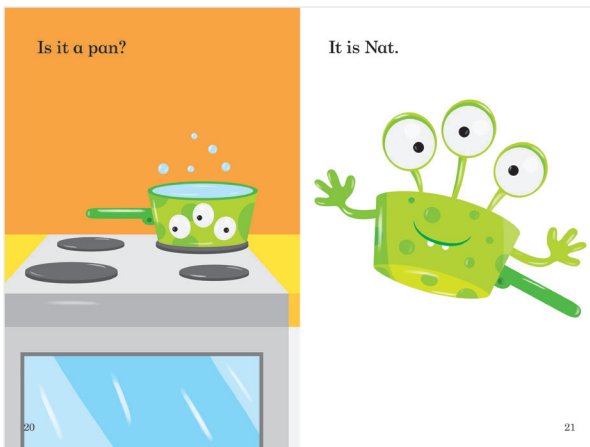
Read out or play the Audio recording of the words on page 4. Point to the pictures as the children hear the words. Ask: *Who's that? What color is Nat? What color is that?* (point to each item).

Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

### During reading

Read out or play the relevant Audio recording of the story. As you read or listen, point to each item and Nat. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to each item and Nat as well. After each page, stop and ask children simple questions to check their understanding, for example:

*What is it? Is it (a pan)? Is it Nat?*



Read the story again. This time, ask a child to come out to the front and pretend to be Nat. Every time they hear *It is Nat*, the child smiles and waves out at the other children. Repeat with other children as Nat. Alternatively, ask the whole group to be Nat and all the children smile and wave when they hear *It is Nat*.

### After reading

Ask the children to talk about the color of the items in the story. Ask: *What color is (the pin)? Why are they all green?* Elicit that they are all

green because they are all Nat. Nat is an alien who can change shape.

Encourage them to look through the **Read the story** part to find words with a particular sound. Show a Flashcard of the sound. For example, show *t* and ask children to say *tin*. Encourage children to find a word in the story with the same sound, *pin*. At this point, show children the Flashcards and ask them to repeat the words as you show the cards. Speed up as they get more familiar with the words.

Use the activities in the Reader and Activity Book to reinforce key sounds and vocabulary, and to check children's understanding of the story. The chant on Activity Book page 16 will help to develop children's pronunciation and phonics skills.

## Differentiation

### Extra support

Show children a mime for the vocabulary focus words. For example, ask children to stand tall, put their arms over their heads, curve their arms and join their hands to mime *pin*. Say the word and children do the correct mime and repeat the word.

### Extension

Encourage the children to think of more words for things you can find at home. Children draw and label the words on a poster.